

# Secondary

## Correlation template for Wisconsin's Model Academic Standards

### Wisconsin's Model Academic Standards

Our state has established rigorous goals for teaching and learning in 18 subject areas. As defined in the introduction to each document:

*Academic standards specify what students should know and be able to do, what they might be asked to do to give evidence of standards, and how well they must perform. They include content, performance, and proficiency standards.*

- Content standards refer to what students should know and be able to do.
- Performance standards tell how students will show that they are meeting a standard.
- Proficiency standards indicate how well students must perform.

### Paraphrased Standards

In this document, you will find that the performance standards have been reworded to fit the tables. We hope these shortened statements will give some meaning to the numbers and letters of the standards as you refer to the tables. While every attempt has been made to preserve the intent of the standards, you should always consult the original wording for clarification, reference, and further correlations.

### About These Templates

These Microsoft Word templates were originally used to correlate Project Learning Tree activities with Wisconsin's Model Academic Standards. You will find these PLT correlations at [www.dnr.state.wi.us](http://www.dnr.state.wi.us). Search for Project Learning Tree or follow the links to educator resources. Many educators requested access to the blank templates to streamline correlating their own programs with the standards. These templates have been developed in Word 2000 and tested in Word 97. We designed these tables to be used as you see them and cannot make any guarantees about your success at modifying the layout, fonts, or other format attributes. We have tried to make them user-friendly by setting styles for entry and embedding the fonts. We suggest you establish shortcuts for the entry of symbols into the tables to save time and frustration. Both \* and • are from "Wingdings2."

### Project Sponsors

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# English Language Arts

## A. Reading and Literature

## B. Writing

### C. Oral Language

## D. Language

## E. Media and Technology

#### F. Research and Inquiry

- ✿ Activity directly addresses the achievement of the standard.
  - Activity reinforces or supports the achievement of the standard.

## Performance Standards - By the end of grade 12 students will:

# Environmental Education

- A. Questioning and Analysis
  - C. Environmental Issue Investigation Skills
  - D. Decision and Action Skills
  - E. Personal and Civic Responsibility

\* Activity directly addresses the achievement of the standard.

• Activity reinforces or supports the achievement of the standard.

## Performance Standards - By the end of grade 12 students will:

Name of your program	Grade	A. Questioning and Analysis	C. Environmental Issue Investigation Skills	D. Decision and Action Skills	E. Personal and Civic Responsibility
List of activities		A.12.1 Identify questions that require skilled investigation	A.12.2 Suggest possible investigations and describe the results	A.12.3 Evaluate, critique, and improve investigations	
		A.12.4 State, interpret, and evaluate their results	A.12.5 Communicate the results of their investigations	C.12.1 Compare the effects of activities on the environment	
		C.12.2 Explain how individual and societal values develop	C.12.3 Maintain a historical perspective when researching issues	C.12.4 Identify the different approaches to investigating an issue	
		D.12.1 Identify a variety of approaches to environmental issues	D.12.2 Evaluate reasons for participation or nonparticipation	D.12.3 Describe the political and legal options to resolve problems	
		D.12.4 Describe the rights and responsibilities of citizenship	D.12.5 Develop a plan to maintain or improve the environment	D.12.6 Identify and analyze the impact of beliefs and values	
		D.12.7 Analyze influences on issues and the role of citizens	D.12.8 Use cost-benefit analysis to evaluate proposals	D.12.9 Describe the regulatory and economic approaches	
		E.12.1 Articulate their personal beliefs about the environment	E.12.2 Write a plan of action based on personal goals	E.12.3 Take action in regard to environmental issues	

# Environmental Education

#### B. Knowledge of Environmental Processes and Systems

- \* Activity directly addresses the achievement of the standard.
  - Activity reinforces or supports the achievement of the standard.

Name of your program

## List of activities

## Performance Standards - By the end of grade 12 students will:

# Mathematics

- A. Mathematical Processes
  - B. Number Operations and Relationships
  - C. Geometry
  - D. Measurement

\* Activity directly addresses the achievement of the standard.

• Activity reinforces or supports the achievement of the standard.

Name of your program

## List of activities

## Performance Standards - By the end of grade 12 students will:

# Mathematics

- E. Statistics and Probability
  - F. Algebraic Relationships

- \* Activity directly addresses the achievement of the standard.
  - Activity reinforces or supports the achievement of the standard.

Name of your program

## List of activities

Name of your program	Grade
List of activities	E.12.
	F.12.1
	F.12.2
	F.12.3
	F.12.4

## Performance Standards - By the end of grade 12 students will:

# Science

- A. Science Connections
  - B. Nature of Science
  - C. Science Inquiry

- \* Activity directly addresses the achievement of the standard.
  - Activity reinforces or supports the achievement of the standard.

Name of your program

## List of activities

# Science

- D. Physical Science
  - E. Earth and Space Science

- \* Activity directly addresses the achievement of the standard.
  - Activity reinforces or supports the achievement of the standard.

Name of your program

## List of activities

## Performance Standards - By the end of grade 12 students will:

# Science

## F. Life and Environmental Science

- \* Activity directly addresses the achievement of the standard.
  - Activity reinforces or supports the achievement of the standard.

## Performance Standards - By the end of grade 12 students will:

# Science

- G. Science Applications
- H. Science in Social and Personal Perspectives

- \* Activity directly addresses the achievement of the standard.
  - Activity reinforces or supports the achievement of the standard.

Name of your program

## List of activities

## Performance Standards - By the end of grade 12 students will:

# Social Studies

## A. Geography: People, Places, and Environments

- \* Activity directly addresses the achievement of the standard.
  - Activity reinforces or supports the achievement of the standard.

Name of your program

## List of activities

## Performance Standards - By the end of grade 12 students will:

# Social Studies

## B. History: Time, Continuity, and Change

- \* Activity directly addresses the achievement of the standard.
  - Activity reinforces or supports the achievement of the standard.

## Name of your program

## List of activities

## Performance Standards - By the end of grade 12 students will:

# Social Studies

C. Political Science and Citizenship: Power, Authority, Governance, and Responsibility

- \* Activity directly addresses the achievement of the standard.
  - Activity reinforces or supports the achievement of the standard.

## Name of your program

## List of activities

## Performance Standards - By the end of grade 12 students will:

# Social Studies

D. Economics: Production, Distribution, Exchange, and Consumption

- \* Activity directly addresses the achievement of the standard.
  - Activity reinforces or supports the achievement of the standard.

Name of your program

## List of activities

## Performance Standards - By the end of grade 12 students will:

# Social Studies

## E. The Behavioral Sciences: Individuals, Institutions, and Society

- \* Activity directly addresses the achievement of the standard.
  - Activity reinforces or supports the achievement of the standard.

Name of your program

## List of activities

## Performance Standards - By the end of grade 12 students will: